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PROCEDURAL JUSTICE AND POLICE OFFICERS: THE FORGOTTEN PERSPECTIVE

A Thesis
presented in partial fulfillment of requirements
for the degree of Master of Criminal Justice
in the Department of Legal Studies
The University of Mississippi

by

KIRBY L. RHODES

May 2018

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ABSTRACT

In recent years, there has been increased attention to questions about police legitimacy and the expectation of citizen compliance. Some scholars argue that procedurally just practices benefit police-citizen interactions (see Mazerolle et al., 2012, 2013). While there are many studies that focus on procedural justice and its effects on the civilian population, there is little research on police officers' willingness to implement procedurally just practices. This study evaluates police officer perceptions of and willingness to engage in procedural justice using factor analytic techniques. There are four major findings: 1) Police officers are willing to engage in procedural justice, 2) police officers are trained in procedural justice, 3) police officers believe that procedurally just behavior decreases tensions within the community, and 4) Police officers perceive their agency leadership as "buying-in" to procedural justice. While the scope of this study is limited, due to the small sample size (N=68), the implications are numerous.

DEDICATION

For
Brock Howell
and
Dusty Rhodes

ACKNOWLEDGEMENTS

I would like to acknowledge the Department of Legal Studies for continually supporting me throughout this venture, providing encouragement when it was needed, and telling me I could do it when I doubted myself. A special thanks to Mrs. Carol Forsythe for always being there and listening to me vent my frustrations. I must also acknowledge my mother, Rhonda Rhodes, for talking me away from the edge when I thought that I just could not possibly finish. Finally, the biggest thanks to Dr. Kimberly Kaiser for guiding me, step-by-step, through this entire process, inspiring me to always go forward, providing the funds for my survey incentives, and helping me find my love of research. This project would not have been possible without all of your contributions and support.

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I. INTRODUCTION TO THE STUDY

Introduction

History shows that there has always been dissention between police officers and citizens (Nix & Wolfe, 2017; Rosenbaum, Lawrence, Hartnett, Mcdevitt, & Posick, 2015). Many citizens do not trust or respect the authority of police officers, which causes some citizens to be noncompliant (Ferdik, Wolfe, & Blasco, 2014). Non-compliant behavior may lead officers to increase their use of force, sometimes even escalating to deadly force. When citizens believe a police officer's authority is legitimate, they are more likely to comply (Blader & Tyler, 2003a). Citizen compliance often reduces the necessity of physical force during citizen- police interactions (Bradford, Quinton, Myhill, & Porter, 2013). Therefore, an increase in citizen compliance, due to an increase in respect for law enforcement could lessen the tensions between law enforcement and citizens.

Many researchers have studied how citizens perceive the authority, trustworthiness, and effectiveness of law enforcement officials (e.g., Mazerolle, Bennett, Antrobus, & Eggins, 2012; Sunshine & Tyler, 2003; Tyler, 1988; 1994; and Blader & Tyler, 2003a). These studies look at the perceptions that citizens have of procedural justice. Studies, like the one conducted by Mazerolle, Bennett, Antrobus, & Eggins (2012), apply the concept of procedural justice to citizen-police interactions. This study supports the idea that when law enforcement officers effectively use procedurally just practices, it will likely decrease the tensions between citizens and law enforcement officials (Kruger, Nedelec, Reischl, & Zimmerman, 2015).

Statement of Problem

There is a distinct lack of research that examines the willingness of practitioners to engage in procedurally just behaviors. An overwhelming majority of the relevant literature focuses on the perceptions that citizens have of procedural just practices (Donner, Maskaly, Fridell, & Jennings, 2015; Mazerolle, Antrobus, Bennett, & Tyler, 2013; Mazerolle, Bennett, Antrobus, & Eggins, 2012; Murphy, Mazerolle, & Bennett, 2014; Reisig, Bratton, & Gertz, 2007; Rosenbaum et al., 2015). Without proper research on how officers perceive the concept of procedural justice, it is difficult to address tensions between law enforcement and citizens. Once there is an understanding of how police officers perceive procedural justice, then effective training courses can be implemented or modified, which may ultimately reduce the tensions between law enforcement and citizens during interactions.

Purpose of the Study

The purpose of this study is to explore procedural justice through the lens of law enforcement practitioners. Specifically, this paper will examine law enforcement officers' understanding of procedural justice and accompanying behaviors. This study aims to clarify the police officer's perspective of using procedural justice during interactions with citizens. The results of this study can be used to build new training curriculums, which would be based on the concepts involved with procedural justice. Police officers would be more willing to implement these practices in their work if they will feel like they had a say in creating these policies, or given a voice (Tyler, 1988).

II. A REVIEW OF THE RELATED LITERATURE

Introduction

There is a vast amount of information and research on procedural justice and its effects on communities around the world. This concept originated in the business world in order to study work place relationships and interactions (Al Afari, 2014). It was not until the 1980's that the concept of procedural justice was applied to the criminal justice system (Bobocel & Gosse, 2015). The procedural justice studies in current literature focus on the perceptions of civilian populations, such as: prisoners, students, juveniles, and everyday people. This chapter discusses the context and importance of procedural justice and the lack of research in current literature involving police officers' perceptions and their willingness to engage in procedurally just practices.

Chapter 2 is a comprehensive review of all relevant literature. Procedural justice can be addressed from two perspectives: the theoretical framework and empirical studies. Within the theoretical framework, this paper will address Tom Tyler's process based model and also the four components of procedural justice. This chapter will also review the two primary categories of empirical studies used to evaluate procedural justice. First, there are studies that focus on attitude, which includes police legitimacy and citizen satisfaction with police, and second, behavioral focused studies, which address citizen compliance and cooperation. This chapter will conclude by stating the identified gaps in current procedural justice literature.

Theoretical Framework

As researchers continue to study procedural justice, the link between citizens' perceptions of law enforcement and overall citizen satisfaction, trust, and compliance becomes more clear (Dai, Frank, & Sun, 2011; Damme, Pauwels, & Svensson, 2015; Tyler, 1994). Procedural justice is a component of the legal socialization conceptual framework. The behavior and actions of both police officers and citizens during police-citizen interactions has been shown to be correlated with each other and the current political and social environment of all individuals involved (Kruger et al., 2015). Due to the complex nature of the relationship between citizens and law enforcement, Tyler determined there needed to be an unbiased way to not only measure procedural justice (Tyler, 1988; Tyler & Caine, 1981), but also to determine what should be considered fair (Tyler & Huo, 2002).

Legal socialization

According to Piquero, Fagan, Mulvey, Steinberg, and Odgers (2005) "legal socialization is the process through which individuals acquire attitudes and beliefs about the law, legal authorities, and legal institutions" (p. 267). This process begins in childhood and is the basis for beliefs of legitimate behavior from authority figures. Parents and teachers shape development of the belief that children have of legal authority figures, such as lawyers, judges, and police officers (Ferdik, Wolfe, & Blasco, 2014). Louin-Tapp (1991) argued that legal socialization is split into two processes that work together to create beliefs of procedural justice and police legitimacy. The first process is when an adolescent person internalizes the societal norms of right and wrong. The second process is when an adolescent develops positive, or negative associations with legal authority figures (Trinker & Cohn, 2014).

Children who have positive experiences and have parents that have positive experiences with legal authorities are more likely to have a positive legal socialization process. This includes positive perceptions of police legitimacy and lower rates of legal cynicism (Fagan & Tyler, 2005). Legal cynicism is considered to be the opposite of police legitimacy; however, it operates as an independent concept (Trinker & Cohn, 2014). The theory of legal socialization, and therefore police legitimacy, plays a major role in the development of general and specific perceptions of procedural justice.

Procedural Justice

The concept of procedural justice was conceived in the field of sociology, as one aspect of organizational justice (Blader & Tyler, 2003a, 2003b; Haas, Van Craen, Skogan, & Fleitas, 2015). Tyler (1994, 2003, 2009), Blader and Tyler (2003a,b) argued that organizational justice includes two concepts: procedural and distributive justice. There are some researchers who suggest organizational justice is composed of three concepts: procedural, distributive, and interactional justice (see Eigen & Litwin, 2014). Others say there are four: distributive, procedural, informational, and interpersonal justice (see Bradford, Quinton, Myhill, & Porter, 2013). Procedural justice is the concept that is used to measure and explain the fairness of a process (Bradford, Quinton, Myhill, & Porter, 2013; Tyler, 2006). Originally used in business and other fields, it typically revolved around hiring, firing, and disciplinary processes (Pickett, 2017; Shin, Du, & Choi, 2014; Wolfe & Nix, 2015). Distributive justice was also originally used in the business industry, but the focus was on the fairness of the outcome of a process (Tyler, 1994, 2003). Tom Tyler began to apply these concepts to the field of criminal justice and law enforcement in the 1980s (Tyler & Caine, 1981). As his research developed, Tyler found

procedural justice to have a larger effect on citizens' perceptions of police than distributive justice (Tyler, 1988, 1994).

General and Specific Procedural Justice

General and specific forms of procedural justice were studied by Murphy, Mazerolle, and Bennett (2014) and others to differentiate personal perceptions during interactions with police from overall perceptions of law enforcement officers. While most researchers discuss these different types of procedural justice, there has not been any agreement on standardized labels for these concepts. Murphy and associates (2014) argued that it is important to distinguish between these two types of procedural justice because of the results of their study. These findings suggest that even with negative general procedural justice perceptions of police, individuals will still develop positive specific procedural justice perceptions if the police-citizen encounter is conducted in a procedurally just manner (Murphy et al., 2014).

Research showed that individuals treated in a procedurally just manner during encounters with police are more likely to trust in the legitimate authority of the police officer, even if the outcome of the interaction was negative, such as receiving a speeding citation (Mazerolle et al., 2012, 2013; Murphy et al., 2014). In other words, procedural justice is more important in police-citizen encounters than distributive justice. Distributive justice focuses on the fairness of the outcome (Al Afari, 2014; Eigen & Litwen, 2014; Tyler, 1994, 2003, 2009; Blader & Tyler, 2003a,b; and Wolfe & Nix, 2015). However, Blader and Tyler (2003a,b) argued that distributive justice is inherently biased because "people tend to think they deserve a more favorable outcome" than they actually do (p. 350). Tyler and Huo (2002), Sunshine and Tyler (2003), and Reisig, et al. (2007) all agreed that while distributive justice is important, the fairness of the outcome does not have nearly the effect on behavior as does the fairness of the process to

achieve an outcome. This research has led to the conclusion that procedural justice, specifically the four components, is the defining factor in citizen-police relations and interactions.

Four Components of Procedural Justice

According to Tyler (2006) there are four components of procedural justice: voice, neutrality, trustworthiness, and respect (see also Bates, Allen, & Watson, 2016; Blader & Tyler, 2003a,b). While other variables, such as training and experience, are critical to police-citizen interactions, these elements are the most critical to effectively implement procedurally just practices. According to Mazerolle, Bennett, Antrobus, and Eggins (2012), “[i]n their totality, when these components... are incorporated into policing practices, citizens view the police and their authority as legitimate and worthy of being obeyed” (p.347). All four components are equally important, however, specific circumstances can dictate which component is more relevant than the others.

For example, neutrality plays a central role in general procedural justice perceptions, specifically in groups typically targeted by law enforcement (Mazerolle, Bennett, Antrobus, & Eggins, 2012). Examples of these groups can be Muslims targeted in national security processes or minorities in crime control practices. Neutrality is when the receiver of a procedurally just act feels that the decision was made based on facts, not personal opinions or biases of the authority figure (Augustyn, 2016; Trinkner & Cohn, 2014). This component of procedural justice can be implemented by law enforcement in different ways. Murphy, Mazerolle, and Bennett (2014) expressed neutrality in their study by having the police officer point out that the citizen had been randomly selected and not singled out for Random Breath Testing (RBT) in Australia. Bates and associates (2016) used speed enforcement cameras to determine neutrality, rather than a traditional traffic stop with a police officer who may be unintentionally biased. When citizens

feel that their situation was addressed neutrally, their respect for and trust in law enforcement grows.

Respect is when the receiver of procedurally just acts feels that they have been treated appropriately and politely (Bornstein, Marcus, Curtis, Rivera, & Swaner, 2016; Herr et al., 2014). Nix, Wolfe, Rojek, and Kiminski (2015) found that even in areas where mistrust of law enforcement is prevalent, if the officer maintains a highly respectful demeanor he or she will be able to build trust with the citizens. Conversely, Nix et al. (2015) stated that acting in a disrespectful manner will exacerbate the levels of mistrust, which in turn decreases compliance. There is a very clear connection between respectful treatment, on the part of the officer, and trust by the community.

Trustworthiness is when the receiver of procedurally just acts feels that the person engaging in procedural justice is only acting with the receiver's best interests in mind and genuinely cares (Galovic, Birch, Vickers, & Kennedy, 2016; MacQueen & Bradford, 2015). In current procedural justice literature, trustworthiness encapsulates the trust that citizens have of the police. Trust is the component that is directly related to perceptions of legitimate authority (Ferdik et al., 2014; Nix et al., 2015). Police legitimacy, or lack thereof, is the primary force behind citizen compliance and cooperation, which will be discussed later in further detail (Bradford, 2012; McLean & Wolfe, 2015; Nix & Wolfe, 2017). While citizens use the other three components of procedural justice to build trust with law enforcement, voice also plays a major role in establishing police legitimacy (Dekker & Breakey, 2016; Sunshine & Tyler, 2003).

Voice is when the receivers of procedural justice feel like they were given a say before the decision was made (Tyler & Huo, 2002; Wolfe, McLean, & Pratt, 2016; Wolfe & Nix, 2016). In the case of citizen-police interactions, it is allowing citizens to ask questions about the

situation. Allowing citizens to have a voice promotes fair decision-making on the part of the police officer and allows the reasons for the interaction to be communicated “openly and honestly” (Bradford, Quinton, Myhill, & Porter, 2013, p. 126). Voice is a critical aspect of procedural justice, however, effective procedural justice often depends on an individual’s perceptions of what is fair. Due to human nature, many people have different perceptions of fairness. Therefore, Tyler and Huo (2002) proposed a model of procedural justice, the process-based model, to determine how people perceive procedural justice and fairness.

There are several ways in which researchers suggest people can perceive procedural justice and fairness (e.g., Conlon, 1993; Sweeney & McFarlin, 1993; Tyler, 1988); however, this paper is written in alignment with the process-based model. Tyler and Huo (2002) define the process-based model as the process used to encourage citizens to trust that police officers are being fair in their judgments and have honorable intentions. The goal of the process-based model is to gain “the cooperation and compliance of citizens through the fair, and respectful behavior of law enforcement authorities” (Tyler & Huo, 2002, p. 204). According to Tyler and Huo (2002) the advantages of this model are twofold. First, it decreases “defiance and hostility,” which ultimately allows police officers to gain the support for their decisions of their community (p. 204). Second, this model increases long-term compliance and cooperation. These researchers argue, that if citizens submit to authority due to internal motivators (such as, wanting to follow the law), rather than external motivators (such as, the threat of arrest) they are more likely “to adhere to those decisions over time” (p. 204).

This model can be split into two main dimensions: the types of justice and the source of justice (Blader & Tyler, 2003b). The first dimension includes two types of justice: the quality of treatment and decision making process (Blader & Tyler, 2003b). Quality of treatment is how

individuals are treated. The quality of the decision making process is a little more complex. It is measuring the decision making process to see if the outcome achieved is proportional and appropriate to the decision-making process itself.

The second dimension is composed of the sources of justice: formal and informal. A formal source of justice is the policies and procedures utilized by the authority, in most cases the legal organization itself. Informal sources of justice are the informal rules that many police officers have, but are not necessarily rules mandated by the organization. Simply, formal processes are those of the organization, and informal processes are those of the people within the organization. Each of these different constructs work together and create the theory of procedural justice, which is illustrated by the many empirical studies that have been conducted in this field of research.

Empirical Studies: Attitudinal and Behavioral Measures

Empirical studies use scientific methods to repeatedly test the viability of the theory of procedural justice. Most of the current literature and studies concentrate on citizen perceptions of procedural justice. The objective of these studies can be categorized in two ways. Some studies focus on the attitudinal aspect of procedural justice and whether the actions of police officers effect the attitudes of citizens, such as legitimacy beliefs or satisfaction. A respectful and neutral demeanor leads to higher perceptions of police authority, rates of trust in the police, and satisfaction with law enforcement (Fagan & Piquero, 2007; Nix & Wolfe, 2016; Rosenbaum et al., 2015). Conversely, other studies focus on behavioral outcomes of procedural justice, such as citizen compliance and cooperation with police directives and authority (Augustyn, 2015; Reisig et al., 2007; Tyler, 2009).

Attitudinal Measures

Attitudes are often more difficult to research and study due to the many factors involved in creating perceptions. For example, a police officer may perceive placing a citizen in handcuffs as a safety measure; whereas, the citizen may perceive that action to be unnecessary and threatening. The citizen may perceive the officer to be biased and untrustworthy. These perceptions decrease the citizen's trust in police. In turn, this decrease in trust reduces the citizen's perceptions of police legitimacy. Lower rates of police legitimacy lead to an overall decrease in satisfaction with the police for that citizen. Then, that citizen will likely go and share their story, which creates a major decrease in general perceptions of procedural justice in that community.

Legitimacy and trust. When a population feels that the reigning authority is legitimate, the citizens feel obligated to obey the law (Mazerolle, Bennett, Antrobus, & Eggins, 2012). Individuals will be more compliant with demands made by an authority figure and less likely to commit crime when authorities are not present, if the authority figure acts kindly and fairly, follows the regulations in place, and remains consistent with affirmation and consequences (Dai et al., 2011; Galovic et al., 2016; Murphy et al., 2014). Police legitimacy and trust in police are very reciprocal. A community must trust in their police force in order to deem their authority legitimate (Rosenbaum et al., 2015; Wolfe et al., 2016). However, police officers must be perceived as a legitimate authority in order to gain the trust of their community (Nix & Wolfe, 2016).

Trust and legitimacy are achieved through the use of the four components of procedural justice. Trust in police is gained when officers allow citizens to have a voice and the officers remain neutral (Nix et al., 2015; Wolfe & Nix, 2015). Legitimacy is earned when police officers

are respectful and trustworthy (Bradford, 2012). These four aspects of procedural justice work together, according to Tom Tyler's Process Based Model, to increase or decrease perceptions of procedural justice and overall citizen satisfaction within the community (Tyler, 2004, 2009; Tyler & Huo, 2002).

Satisfaction. Perceptions of satisfaction can be split into two main categories: general and specific perceptions (e.g., Hinds & Murphy, 2007). General perceptions involve the overall satisfaction with law enforcement in the nation, in the state, or in a community. Specific perceptions refer to individual perceptions of satisfaction. However, there is the potential for overlap in general and specific perceptions within communities. For example there may be communities that are satisfied with their current law enforcement; however, the perceptions of satisfaction within their state or country may be the opposite. In this case, the community has a specific perception of satisfaction, but may have a general perceptions of dissatisfaction. Satisfaction ties in closely with legitimacy and trust to create perceptions of behavioral procedural justice (MacQueen & Bradford, 2015).

Behavioral Measures

The behavioral aspect of procedural justice is relatively straightforward. This aspect measures the effect that the four components of procedural justice have on citizen compliance and cooperation (e.g., Casper, Tyler, & Fisher, 1988). The behavioral and attitudinal aspects of procedurally justice should not be seen as mutually exclusive but as coexisting. While one aspect can be argued and defended on its own, the support is must stronger when considering the interplay among all variables. Therefore, compliance and cooperation have a direct correlation to the perceptions of police legitimacy and trust (e.g., Murphy et al., 2014; Tyler, 2009).

Compliance and cooperation. Higher perceptions of police legitimacy lead to compliance and cooperation with requests and demands made by police officers (Mazerolle et al., 2012). Perceived procedural injustice decreases the amount of compliance and cooperation with law enforcement officials (Tyler, 2009). Non-compliant behavior may pose a threat to police officers, which increases the likelihood of them resorting to physical, or even deadly, force (Augustyn, 2015; Murphy, 2009). However, when citizens do not feel like police officers have legitimate authority, they do not feel obligated to comply and cooperate (Ferdik et al., 2014; Power, McManus, Lynch, & Bonworth, 2016). It is a never-ending cycle where actions and perceptions of one side constantly affect, and often antagonize, the other. This is why the behavioral aspect of procedural justice is critical to determining the effectiveness of procedurally justice practices.

Recently, researchers developed a project in order to measure the success, or lack thereof, of implementing procedurally just practices in common law enforcement procedures (Mazerolle et al., 2013, 2012; Murphy et al., 2014). This project is called the Queensland Community Engagement Trial, or QCET. This was the first study of its kind to actually apply, monitor, and analyze procedural just practices used by law enforcement officers in order to increase compliance and cooperation. This study found that police officers are less likely to use force, citizens are more likely to comply with directives, and general satisfaction with police increases when procedurally just practices are implemented correctly (Mazerolle et al., 2012; Mazerolle et al., 2013). MacQueen and Bradford (2014) imitated this study in Scotland (referred to as ScotCET) and found strikingly similar results. Research shows that citizens are willing to trust the police officers and believe in their legitimate authority, if the police officer earns citizens' trust and respect (Haas et al., 2015). However, many citizens do not feel this is possible because

of the current political and social tensions between police officers and society (Nix & Wolfe, 2016; Wolfe & Nix, 2016).

Research Gaps

Sunshine & Tyler (2003) argued that fair interactions are more likely to defuse a tense situation even more so than the presence of an authority figure or displays of dominance. Axelrod and Hamilton (1984) agreed that typical negotiations begin with compliance and cooperation on the part of all parties involved, however, will quickly turn into a dispute should one party instigate a competition. There is a delicate balance among maintaining control, expressing authority, and treating subjects with respect during law enforcement interactions. While the civilians' side of this story is crucial to the success of law enforcement, half of the overall perspective is missing from current procedural justice literature. Although, there are a few recent studies which aim to address this gap (e.g., Nix, Pickett, Wolfe, and Campbell, 2017; Nix & Wolfe, 2017; Wolfe & Nix, 2016).

Many police officers often feel constrained on what they can and cannot do. Most officers do not want to issue an order and then blatantly be disregarded (Tyler, 2003). There have also been instances of officers hesitating to draw their weapon, which resulted in the injury or death of the officer. Many argue that the officer may have hesitated because they did not want to deal with the media backlash (e.g., Nix & Wolfe, 2016). Some civilians feel that police officers do not have the authority to issue directives, or lack police legitimacy. However, police officers expect to be obeyed immediately and without hesitation. It is often difficult for police officers to step out of their role as the authority figure and see what the civilian might be experiencing. The purpose of research within the concept of procedural justice is to find a balance between the competing expectations of law enforcement officials and citizens.

Summary

Perceptions of procedural justice are critical to interactions between citizens and law enforcement officials. While the other components of organizational justice are important when looking at police-citizen interactions, procedural justice is the most crucial element. This is because when citizens perceive their interactions with law enforcement as fair, it increases compliance and satisfaction with law enforcement. Citizens are more likely to respond to demands from authority figures who they respect, which is conceptualized through perceptions of police legitimacy. Conversely, when citizens do not feel they have been treated fairly, compliance and satisfaction decreases. This, in turn, may increase the likelihood of use of force, which increases the potential of death. Studies prove (e.g., Mazerolle et al., 2012 and Mazerolle et al., 2013) that effective procedural justice tactics facilitate better relations between the community and law enforcement officials.

Chapter 4 represents the methodology. It goes in depth explaining the method of data collection and analysis. The sample and population are discussed as well, including the desired sample size, sample recruitment, and sample demographics. Most importantly, this chapter addresses the instrument used for this study.

III. CURRENT FOCUS

Purpose

The first objective of this study is to determine if law enforcement officers are willing to engage in procedurally just behaviors. Current literature suggests that while most law enforcement officers have received superficial training of procedurally just practices, they do not recognize it as such (Bradford et al., 2013; Ferdik et al., 2014). It is also important to note, that few police officers understand the importance or effectiveness of these processes. Due to this, the second primary objective of this study is to determine exactly what or how much police officers know about procedural justice.

Research Questions

This study addresses the following questions in order to reach these objectives:

1. How willing are law enforcement officers to engage in procedurally just behaviors?
2. What kind of training do law enforcement officers receive regarding procedural justice and procedurally just behaviors?
3. How important do law enforcement officers consider procedural justice to reducing tensions and violence with the civilian population?
4. Do law enforcement agencies “buy-in” to the Theory of Procedural Justice and encourage their officers to implement these practices effectively?

IV. RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter discusses the data collected, the instrumentation, and the analytic strategy of for this study. Primary data was collected for analysis during this study. Three, rural police departments participated in a voluntary survey, which is tested for validity and reliability. There was an incentive offered to officers who completed the survey. Exploratory Factor Analysis and Cronbach's alpha were used to measure the hypothesized constructs and answer the four proposed research questions.

Population and Sample

Due to the nature of this exploratory research, a non-probability, convenience sample was used, which may not be generalizable to the whole population of law enforcement officials. This project included participants from three rural law enforcement agencies in the mid-South. Each of the police agencies serve a population ranging from 8,000- 20,000 individuals. The survey was administered to all full-time officers at the agencies that agreed to participate. The participating agencies combined provide a population of 110 full time police officers and detectives. Sixty- eight officers completed the survey, which provides a 62% response rate. The demographics for the sample are provided in Table 1.

Table 1. Sample Demographics

Variable	Mean or %	SD	Range
Age	35.41	10.77	21-71
Years of Service	10.49	9.01	1-39
Current Rank			
Patrol/ Deputy	56.9%		
Supervisory	30.8%		
Administration	12.3%		
Military experience	30.8%		
Highest level of education			
High school or equivalent	10.8%		
Some college	29.2%		
Associate Degree	10.8%		
Bachelor's Degree	43.1%		
Master's Degree	6.2%		
Taser Certified	81.3%		
Race			
White	85.9%		
Black or African American	10.9%		
Native American or American Indian	1.6%		
Other	1.6%		
Gender			
Male	93.8%		
Female	6.3%		

Data Collection Procedures

The research design for this project is a non-experimental survey. The data for this project was collected through paper surveys distributed at roll call. Research shows that paper and pen surveys elicit a higher response rate than online surveys (Nulty, 2008). This survey is composed of six sections, including a demographics section. The survey an average of about ten minutes to complete. With an introduction, time to read the consent form, and to complete the survey the total estimated time for survey administration was 20 minutes. A complete copy of

the survey is available in the Appendix. Once the survey was completed, it and the consent form were sealed in a provided envelope and handed to the researcher.

When circumstances made it impossible to complete the survey at the designated time, other arrangements were made. A sealed box was placed in the space designated for officers, such as the bullpen. Those officers who chose to participate placed their consent form and completed survey in the provided sealed envelope and then placed it in the box, which was collected after a period of seven days. The researcher was the only person with access to this sealed box for the purpose of maintaining the participants' confidentiality. An online version of the survey was also available, created and dispersed through ProQuest, to all officers within the participating agencies. They were given the option to complete the survey through this forum if they had not already done so.

To encourage participation, there was a drawing from the completed surveys for a monetary prize of \$50. There were a total of four (4) fifty dollar (\$50.00) cash prizes, which approximates that one (1) in every twenty-seven (27) participants won. The names for the drawing were gathered using flash cards, which were distributed with the survey. Each participant was asked to place their email or phone number on the card and then place it in the sealed box, but outside the envelopes containing the surveys for the purpose of preserving confidentiality.

Measures

The instrument used for this study is based off on several previously used instruments; however, due to the exploratory nature of this research a new instrument was developed. The survey questions are modeled after the Queensland Community Engagement Trial (QCET) discussed in Mazerolle and associates (2012) and Mazerolle and colleagues (2013). As the

instrument for this project has never been used before, the reliability and validity is currently undetermined. However, both reliability and validity will be measured for this instrument.

The first section includes demographic items for the purpose of generalization to larger population. The demographic section includes items, such as race, age, years of service, and rank. The rest of the survey utilizes the Likert scale. The Likert scale will range from 1 to 4, with one being strongly disagree and four being strongly agree, for example:

All police officers are expert marksmen.

Strongly Disagree	1	2	3	4	Strongly Agree
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There are also Likert scale items that range from 1 to 5, with one being no emphasis and five being strong emphasis or one being never and five being always. Each part was created with specific measures to address different objectives.

General Perceptions

As discussed earlier, there are general and specific perceptions of procedural justice. While this survey focuses on the specific perceptions that law enforcement officers have, it looks at general perceptions as well. These general perceptions are measured in order to have an overall and comprehensive understanding of the officer's perspective of procedural justice. It also is used to see if the officer's general perceptions are different from his or her specific perceptions. This section of the instrument included 14 items, such as: "*Citizens always perceive police officers as a threat,*" "*Most citizen-police encounters end peacefully,*" and "*Police officers respect citizens during police- citizen encounters.*"

Willingness to Engage

The next section of the instrument attempts to determine the willingness of law enforcement officials to implement procedurally just procedures in their everyday practices. Each of the four components of procedural justice (voice, respect, trustworthiness, and neutrality) play a critical role in measuring police officers' willingness to engage. This section and all following sections are written in first person because this instrument aims to measure the officers' perspectives. There are 14 items in this section of the survey, including: *"I allow citizens to ask me questions about my actions," "Citizens have to earn my respect," "I believe that most citizens trust police officers,"* and *"Trustworthiness is important to me as a police officer."*

Training

In the past fifty years, training has become a critical part of law enforcement processes and policies. This part of the survey instrument is used to measure what kind of, if any, training law enforcement officials have received related to procedural justice. Most police officers have had some kind of training in procedural justice, but do not recognize the training as procedurally just behaviors. Due to this lack of information, each of the items avoids using research jargon. This part of the survey is split into two sections with a total of 17 items. The first section asks about actual training classes, such as: *"I have received training on ways to positively interact with citizens"* and *"I have received regular, competent situation de-escalation training."* The second section asks about the emphasis placed on certain concepts within those classes and uses a different Likert scale. This scale ranges from 1 to 5, with one being no emphasis and 5 being strong emphasis. Items in the section include: *"Speaking respectfully to all citizens," "Phrasing*

directives as requests when appropriate,” and “Building rapport with the citizen during citizen-police interactions.”

Importance in Reducing Tensions

This section of the instrument is used to determine if law enforcement officers think that procedural justice practices will bring about a legitimate change and truly reduce the risk of death during police-citizen interactions. This part of the survey is also split into two sections, with a total of 19 items. The Likert scale remains the same throughout this part of the instrument, however the focus of the question changes. The first section focuses on opinions, for example: *“I assume that all citizens are a threat,”* and *“I believe it takes too much time to create rapport with a citizen.”* The second section focuses on the police officer’s behavior during citizen-police interactions, such as: *“Speak respectfully,” “Stand in a defensive position,”* and *“Voice my demands.”*

Supervisor “Buy-In”

Research shows that employees of an organization are more likely to accept and follow new policies, even if they do not agree with them, if their respected supervisors support that policy (Nix & Wolfe, 2016; Wolfe & Nix, 2016). This section is used to measure how much support police officers perceive that their supervisors will support them. This part includes 14 items such as, *“If I decide to arrest a suspect my immediate supervisor will support my decision,”* *“My immediate supervisors encourage the use of my Taser over my firearm,”* and *“My agency leadership demonstrates the best practices for respectful, safe interaction with the citizens in our community.”*

Analytic Strategy

The purpose of this study is to seek a better understanding of officer's perceptions of engagement in procedural justice. This study developed original survey questions adapted from the QCET study (Mazerolle et al., 2012). As such, it is necessary to determine the validity of the instrument. Factor analytic techniques were used to assess the homogeneity of the survey items. Exploratory Factor Analysis (EFA), specifically Principle Components Analysis (PCA) with promax rotation is used to determine if the survey items measure the construct they are meant to measure. The goal of this method of analysis is to extract the important information from the data and evaluate the similarities and differences among constructs measured by the instrument (Abdi & Williams, 2010). This process is especially important when the survey instrument is new and being tested for validity and reliability. Promax rotation is an oblique rotation method that assumes factors to be correlated, which is likely given the concepts measured in this study. Promax rotation is used because of the simplicity and clarity of the analysis (e.g., Abdi, 2003).

Typically, Confirmatory Factor Analysis (CFA) would be used to provide a more in-depth evaluation of the findings. However, according to Marsh, Balla, and McDonald (1988) a sample size of 100 or more is needed to achieve non-skewed results using CFA. Instead, Cronbach's alpha was used to test the internal validity of the constructs. While these are the ideal tests for this type of research and the sample size, there are some limitations. Exploratory factor analysis only offers superficial assessments of relationships among the items measured (Gau, 2014). Also, PCA assumes that the factor loadings are very reliable (Reisig, Bratton, & Gertz, 2007). Finally, the number of the items included in analysis using Cronbach's alpha can affect the outcome.

Analysis for this study was completed in four stages. The first stage of analysis reviewed the descriptive statistics of the measures for each concept. This step evaluates the data for potential skewness or issues and to get an overview of the data. The second stage of analysis was to run an unrestricted factor solution using PCA with promax rotation. Eigenvalues were used to determine how many potential factors were present in each section. Eigenvalue greater than 1 suggest the possible presence of distinct factors. Principle Component Analysis is used to determine the individual loadings of each survey item on a particular factor. Factor loadings over .4 are considered. After the initial PCA was conducted, each solution was evaluated using a theory-driven and empirical assessment to determine whether distinct factors or concepts could be identified. At this stage, several iterations of PCA, using different numbers of possible factor solutions were conducted to test the robustness of the identified constructs. The final stages of analysis used Cronbach's Alpha in order to reaffirm the internal validity of the items that load together with PCA. Alphas greater than .7 are considered acceptable, but limited (Nunnally & Bernstein, 1978). Cronbach's alpha is cursory analysis and does not always identify potential problems or holes in the data; however, considering the nature of this research and the sample size, it is considered to be appropriate (Gau, 2014).

V. RESULTS

Willingness to Engage in Procedural Justice

Descriptive Statistics are reported in Table 2 for police officer willingness to engage in procedural justice. Table 3 presents the correlation matrix. Table 4 presents the principle component analysis (PCA) with Promax rotation for willingness to engage in procedurally just behavior. Fourteen items from the survey were included simultaneously and factors were extracted and rotated to determine what items to retain or exclude. The results of the PCA indicate there were potentially five factors with eigenvalues greater than one. However, Factors 1 and 2 appear distinct from the other factors, as shown by Figure 1 and the higher eigenvalues (Factor 1, $\lambda = 3.03$; Factor 2, $\lambda = 2.51$).

As seen on Table 4, there are six items that load together on officers' willingness to engage in procedurally just behaviors (Factor 1 $\lambda = 3.03$). These include items such as "*I give citizens the opportunity to state their opinion,*" "*I am respectful to citizens during police-citizen encounters,*" and "*I treat citizens respectfully in order to ensure my safety*" and clearly represent the concept of willingness to engage in procedurally just behaviors. To test the convergent and internal validity of this construct, Cronbach's alpha was conducted on this 6-item scale, which indicates modest reliability at .72. Only one item, "*I approach citizens with no pre-conceptions about their guilt or innocence,*" loads on Factor 2. This item represents officer behavior before a police-citizen interaction, while the items loading on Factor 1 represent officer behavior during an interaction. This item has a high eigenvalue above 1 and is slightly correlated with Factor 1.

However, when Factors 1 and 2 are combined the Cronbach's alpha is .527. This suggests that even though there is a slight correlation, Factors 1 and 2 are distinct from each other and measure different types of police officer behavior. Factors 1 and 5 are also correlated ($r = .258$), but again the combined Cronbach's alpha is .682, which indicates only slight reliability. Factor 5 may evaluate the trust that police officers have in citizen behavior with items, such as "*Most citizens trust police officers*" and "*I approach all citizens with caution*". These items do look at police officer behavior, but with the purpose of measuring the officer's perceptions of citizen behavior.

Table 2. Descriptive Statistics for Willingness to Engage in Procedural Justice

	Mean	Std. Deviation	Range
I give citizens the opportunity to state their opinion	4.48	0.71	1-5
I try to answer all of the citizens' questions	4.77	0.5	1-5
Citizens can ask me questions	4.86	0.4	1-5
I set aside my personal opinions during police-citizen encounters	4.55	0.62	1-5
I remain neutral during citizen-police interactions	4.49	0.71	1-5
I approach all citizens with caution	1.45	0.69	1-5
I am suspicious of citizens during police-citizens interactions	2.4	0.92	1-5
I approach citizens with no pre-conceptions about their guilt or innocence	3.57	1.15	1-5
Citizens have to earn my respect.	2.43	1.15	1-5
I am respectful to citizens during police-citizen encounters	4.8	0.44	1-5
I treat citizens respectfully in order to ensure my safety	4.67	0.67	1-5
I want to earn the respect of citizens	4.69	0.64	1-5
Most citizens trust police officers	3.52	0.81	1-5
All citizens are suspicious	3.49	1.11	1-5

Table 3. Correlation Matrix of Willingness to Engage in Procedural Justice

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. I give citizens the opportunity to state their opinion	--	.39**	.19	.06	-.01	-.03	.21	.10	-.10	.26*	.07	.26*	.21	.17
2. I try to answer all of the citizens' questions		--	.34**	.09	.11	.13	.11	.105	-.11	.31*	.34**	.29*	.20	.07
3. Citizens can ask me questions			--	.06	.31*	.12	.03	.00	-.00	.29*	.25	.27*	.18	-.09
4. I set aside my personal opinions during police-citizen encounters				--	.34**	-.11	-.05	.21	-.21	.21	.00	.06	-.07	.07
5. I remain neutral during citizen-police interactions					--	.06	-.02	.27*	-.27*	.42**	.25*	.24	.22	.05
6. I approach all citizens with caution						--	.26*	-.01	.01	.04	-.03	.11	.22	.35**
7. I am suspicious of citizens during police-citizens interactions							--	-.28*	.28*	.12	.05	.13	.01	.61**
8. I approach citizens with no pre-conceptions about their guilt or innocence								--	-1.0**	.14	.02	-.01	-.02	-.11
9. Citizens have to earn my respect.									--	-.14	-.02	.01	.02	.11
10. I am respectful to citizens during police-citizen encounters										--	.61**	.45**	.21	.24
11. I treat citizens respectfully in order to ensure my safety											--	.46**	.23	.13
12. I want to earn the respect of citizens												--	.23*	.09
13. Most citizens trust police officers													--	.20
14. All citizens are suspicious														--

* Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

The results of the PCA suggest that the construct of officer willingness to engage in procedural justice is made up of six survey items. These six items are distinct from the other factors and produce an acceptable level of reliability.

Figure 1. Scree Plot of Eigenvalues of Willingness to Engage in Procedural Justice

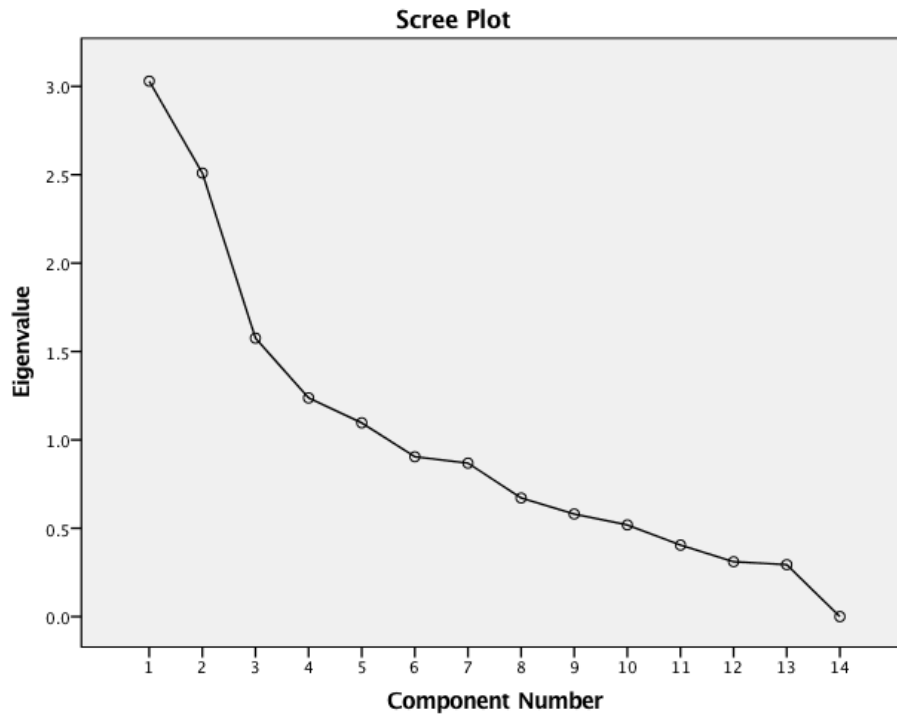


Table 4. Factor Loadings of Willingness to Engage in Procedural Justice

	Factor				
	1	2	3	4	5
Citizens can ask me questions	.472			.217	.423
I try to answer all of the citizens' questions	.532	.168			.270
I give citizens the opportunity to state their opinion	.585	.316	.237		
I am respectful to citizens during police-citizen encounters	.733		.151	.342	
I treat citizens respectfully in order to ensure my safety	.757				
I want to earn the respect of citizens	.699			.119	
I approach citizens with no pre-conceptions about their guilt or innocence		.952		.155	
I am suspicious of citizens during police-citizens interactions*	.136		.798		
All citizens are suspicious*			.890		.102
I set aside my personal opinions during police-citizen encounters	.138	.260	.184	.609	
I remain neutral during citizen-police interactions	.148	.134		.778	.252
Most citizens trust police officers	.115				.666
I approach all citizens with caution*			.406		.719
Citizens have to earn my respect.					

Note: *Items are reverse coded; the table only includes factor loadings > .1; shaded loadings are .4 and higher.

Perceptions of Police Training in Procedural Justice

Descriptive Statistics are reported in Table 5 for police training in procedural justice.

Table 6 presents the correlation matrix. The PCA with promax rotation for the perceptions that police officers have of their training in procedurally just behavior is displayed in Table 7.

Seventeen items from the survey were included simultaneously and factors were extracted and rotated to determine what items to retain or exclude. The results of the PCA indicate there were potentially five factors with eigenvalues greater than one. Figure 2 illustrates that this section has at least two distinct factors (Factor 1, $\lambda = 4.37$; Factor 2, $\lambda = 2.75$).

Table 5. Descriptive Statistics for Training in Procedural Justice

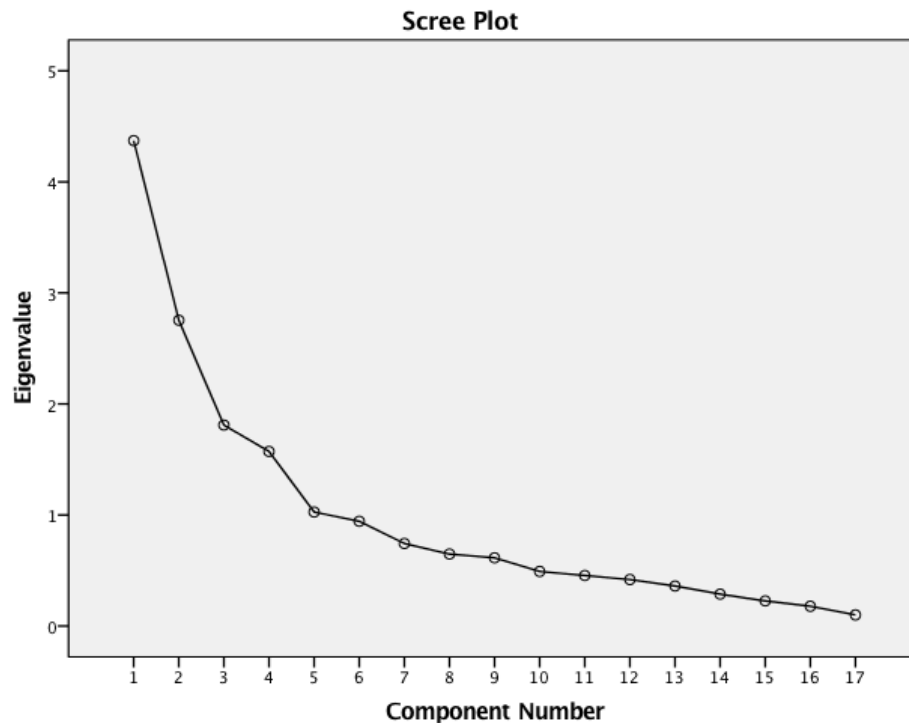
	Mean	Std. Deviation	Range
I have received training on ways to positively interact with citizens	1.09	1.01	0-1, 9
I have received regular, competent situation de-escalation training	1.18	1.78	0-1, 9
I have been trained to allow citizens to state their thoughts and opinions during police-citizen interactions	1.44	1.98	0-1, 9
I have been trained to recognize that citizens are more likely to comply if the officer is respectful and unbiased	1.20	1.42	0-1, 9
I have been trained to recognize that some citizens have a legitimate reason for mistrusting the police	1.53	2.46	0-1, 9
I have been trained to limit my use of law enforcement specific jargon during citizen-police interactions	1.54	2.19	0-1, 9
Speaking respectfully to citizens	4.60	.70	1-5
Remaining neutral during citizen-police interactions	4.34	.82	1-5
Standing in a tactical position when speaking with citizens	1.33	.62	1-5
Keeping my hand on my weapon during police-citizen interactions	3.89	.93	1-5
Using an authoritative voice during all citizen-police encounters	2.95	1.0	1-5
Phrasing directives as requests when appropriate	3.77	.81	1-5
When it is appropriate to demand certain actions from citizens	4.11	.86	1-5
Building rapport with the citizen	4.58	.79	1-5
Allowing citizens the opportunity to voice their thoughts and opinions	4.20	.95	1-5
De-escalate the situation with words before using physical or deadly force, when possible	4.77	.56	1-5
Limiting my use of law enforcement terminology	3.69	1.17	1-5

Table 6. Correlation Matrix for Training in Procedural Justice

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. I have received training on ways to positively interact with citizens	--	-.00	.49**	-.01	-.02	-.02	-.28*	-.19	.33**	.05	-.12	-.13	-.18	-.09	-.17	-.38**	-.08
2. I have received regular, competent situation de-escalation training		--	.28*	.40**	.40**	.50**	-.14	.04	-.16	-.19	-.03	-.13	.14	.02	-.17	.05	-.13
3. I have been trained to allow citizens to state their thoughts and opinions during police-citizen interactions			--	.34**	.21	.16	-.46**	-.20	.24	.04	.03	-.15	.14	-.06	-.09	-.20	-.07
4. I have been trained to recognize that citizens are more likely to comply if the officer is respectful and unbiased				--	.24	.30*	-.50**	-.02	-.13	-.26*	-.06	.17	.24	-.05	-.09	-.04	-.01
5. I have been trained to recognize that some citizens have a legitimate reason for mistrusting the police					--	.49**	-.19	-.06	-.10	.06	-.08	-.13	-.02	-.07	-.14	-.05	-.24
6. I have been trained to limit my use of law enforcement specific jargon during citizen-police interactions						--	-.05	.10	-.15	-.04	-.17	-.14	.20	.00	-.30*	.02	-.10
7. Speaking respectfully to citizens							--	.63**	-.13	.10	.15	.11	.10	.57**	.53**	.52**	.38**
8. Remaining neutral during citizen-police interactions								--	-.32*	.03	.21	.15	.19	.50**	.46**	.49**	.36**
9. Standing in a tactical position when speaking with citizens									--	.20	.00	-.26*	-.34**	-.26*	-.17	-.42**	-.19
10. Keeping my hand on my weapon during police-citizen interactions										--	.30*	-.29*	.06	.09	-.01	-.08	-.12
11. Using an authoritative voice during all citizen-police encounters											--	-.17	-.12	.20	.26*	.04	.04
12. Phrasing directives as requests when appropriate												--	.27*	.14	.21	.16	.42**
13. When it is appropriate to demand certain actions from citizens													--	.35**	.29*	.36**	.26*
14. Building rapport with the citizen														--	.52**	.60**	.34**
15. Allowing citizens the opportunity to voice their thoughts and opinions															--	.55**	.42**
16. De-escalate the situation with words before using physical or deadly force, when possible																--	.38**
17. Limiting my use of law enforcement terminology																	--

* Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

Figure 2. Scree Plot for Eigenvalues of Training in Procedural Justice



Factor 1 includes seven items, which distinctly load together to represent the perceptions that police officers have of their training in procedurally just practices. Officers were asked to rate the emphasis their training emphasizes these behaviors on a scale of 0 to 4. These items include, “*Speaking respectfully to citizens*” and “*Building rapport with the citizen.*” To test the convergent and internal validity of this construct, Cronbach’s alpha was conducted on this 7-item scale, which indicates relatively strong reliability at .813. Removing the item “*When it is appropriate to demand certain actions from citizens*” from the survey (see the Appendix) the Cronbach’s alpha increases slightly to .823. Factor 1 is slightly correlated with Factor 4 ($r = .125$). Factor 4 may represent the training that police officers receive on communicating effectively and respectfully with citizens. Combining Factors 1 and 4 produces a Cronbach’s alpha of .710 indicating modest reliability. Theoretically, Factors 1 and 4 may fit together

because both include training in specific behaviors for interacting with citizens. Factors 1 and 5 are negatively correlated; however, Factor 5 only loads one item. This item “*Using an authoritative voice during all citizen-police encounters*” also loads on Factor 1. The Cronbach’s alpha for the combined Factors 1 and 5 is relatively reliable at .778. While these two factors have similar items, Factor 5 loads an item that addresses behavior that is not considered to be procedurally just; therefore, it is not theoretically meaningful to combine these two factors for future analysis. Factor 2 ($\lambda = 2.75$) loads three items. Whereas, Factor 1 loads items that address training in specific behaviors, Factor 2 may represent training in more broadly appropriate police officer behavior. The Cronbach’s alpha for Factor 2 is modestly reliable at .714. Factors 2 and 4 are slightly correlated ($r = .240$), but only have a combined Cronbach’s alpha of .661. Factors 1 and 2, even as the strongest factors, only have a combined Cronbach’s alpha of .583. Suggesting that Factors 1 and 2 represent two distinct constructs.

The results from this section of analyses show that the construct of police perceptions of their training in procedural justice is likely made up of six survey items out of the original 17 in this section. There is also the presence of secondary factor, which is composed of 3 items that may measure perceptions of training on broader concepts, rather than specific behavior.

Table 7. Factor Loadings for Training in Procedural Justice

	Factor				
	1	2	3	4	5
When it is appropriate to demand certain actions from citizens	.532	.234	.117	.184	
Limiting my use of law enforcement terminology	.597		.168	.335	
De-escalate the situation with words before using physical or deadly force, when possible	.710	.131			
Allowing citizens the opportunity to voice their thoughts and opinions	.744				.236
Speaking respectfully to citizens	.784				
Remaining neutral during citizen-police interactions	.792	.153			.227
Building rapport with the citizen	.885	.104	.144		
I have received regular, competent situation de-escalation training		.759			.106
I have been trained to recognize that some citizens have a legitimate reason for mistrusting the police		.775			
I have been trained to limit my use of law enforcement specific jargon during citizen-police interactions		.888			
Standing in a tactical position when speaking with citizens*			.536		
I have been trained to allow citizens to state their thoughts and opinions during police-citizen interactions	.104	.260	.864		
I have received training on ways to positively interact with citizens			.876		
I have been trained to recognize that citizens are more likely to comply if the officer is respectful and unbiased		.376	.115	.659	.238
Phrasing directives as requests when appropriate	.173			.673	
Using an authoritative voice during all citizen-police encounters*	.218				.888
Keeping my hand on my weapon during police-citizen interactions*	.199		.179		

Note: *Items are reverse coded; the table only includes factor loadings > .1. Shaded loadings are .4 and higher

Importance of Procedural Justice Reducing Tensions

Descriptive Statistics are reported in Table 8 for importance of procedural justice reducing tensions. Table 9 presents the correlation matrix. Table 10 offers the PCA with promax rotation for the construct of measuring police officer perceptions of the effectiveness of procedural justice at reducing tensions between law enforcement and citizens. In this section of the survey there are nineteen survey items that are included simultaneously and factors were extracted and rotated to determine what items to retain or exclude. The results of the PCA indicate there are potentially six factors with eigenvalues greater than one. Figure 3 illustrates

that this section may have one distinct factor with a substantially higher eigenvalue (Factor 1 $\lambda = 4.51$).

Based on analysis using exploratory factor analysis and Cronbach's alpha the construct of police officer perceptions of the effectiveness of procedural justice at reducing tensions between law enforcement and citizens is definitively made up of seven items, but could include additional items from Factor 4.

Table 8. Descriptive Statistics for Importance of Reducing Tensions

	Mean	Std. Deviation	Range
It takes too much time to create rapport with a citizen	4.08	.92	1-5
The general public treats police officers with dignity and respect	3.43	.71	1-5
All citizens are a threat	3.74	1.09	1-5
I have a good relationship with my community because I am respectful to citizens	4.58	.61	1-5
It is important to build rapport with citizens	4.66	.567	1-5
Citizens respect and trust me because I remain neutral during citizen- police interactions	4.23	.75	1-5
Some citizens have a legitimate reason for mistrusting the police	3.03	.90	1-5
It negates police authority to allow citizens to state their opinions during citizen- police encounters	4.03	.96	1-5
Speak respectfully	4.77	.46	1-5
Remain fair and neutral	4.75	.47	1-5
Stand in a tactical position	1.84	.88	1-5
Keep my hand on my weapon during police-citizen interactions	3.72	.88	1-5
Use an authoritative voice	2.66	.78	1-5
Voice my demands	2.28	.90	1-5
Voice my requests	4.00	.84	1-5
Build rapport with the citizen	4.52	.74	1-5
Allow citizens the opportunity to speak their opinions	4.30	.83	1-5
De-escalate the situation with words before using physical or deadly force, when possible	4.64	.60	1-5
Limiting my use of law enforcement terminology	3.74	12.04	1-5

Table 9. Correlation Matrix for Importance of Reducing Tensions

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. It takes too much time to create rapport with a citizen	--	.19	.13	.17	.50**	.38**	.22	.23	.26*	.37**	-.02	.30*	.25*	.11	-.10	.47**	.45**	.41**	.12
2. The general public treats police officers with dignity and respect		--	.01	.39**	.14	.25*	.03	-.11	.08	-.10	-.02	.23	.13	.03	-.11	.11	-.14	.00	-.10
3. All citizens are a threat			--	.26*	.03	-.04	.33**	.25*	.07	-.03	.34**	.16	-.05	.01	.04	-.05	.08	-.04	-.07
4. I have a good relationship with my community because I am respectful to citizens				--	.49**	.42**	.08	.21	.26*	.12	.18	.25*	-.01	-.16	-.03	.21	.03	.10	.10
5. It is important to build rapport with citizens					--	.45**	.11	.25*	.41**	.44**	.05	.18	.34**	.10	.03	.66**	.46**	.38**	.07
6. Citizens respect and trust me because I remain neutral during citizen- police interactions						--	.20	.37**	.32*	.41**	.16	.28*	.04	-.13	-.10	.38**	.22	.24	-.22
7. Some citizens have a legitimate reason for mistrusting the police							--	.13	.12	.12	.18	.13	.01	-.06	.11	.30*	.37**	.26*	-.30*
8. It negates police authority to allow citizens to state their opinions during citizen-police encounters								--	.16	.16	.18	.09	-.05	-.21	.20	.16	.39**	.08	-.01
9. Speak respectfully									--	.38**	-.02	.38**	.17	-.07	.29*	.32*	.27*	.21	-.18
10. Remain fair and neutral										--	-.09	.06	.15	-.06	.00	.61**	.44**	.35**	-.23
11. Stand in a tactical position											--	.21	.06	-.03	-.04	-.04	.00	-.08	.14
12. Keep my hand on my weapon during police-citizen interactions												--	.16	.08	-.15	.01	-.01	.20	.10
13. Use an authoritative voice													--	.37**	-.17	.20	.21	.38**	-.07
14. Voice my demands														--	-.61**	.04	.01	-.02	.17
15. Voice my requests															--	.08	.18	.10	-.25
16. Build rapport with the citizen																--	.55**	.36**	-.28*
17. Allow citizens the opportunity to speak their opinions																	--	.35**	-.26*
18. De-escalate the situation with words before using physical or deadly force, when possible																		--	-.24
19. Limiting my use of law enforcement terminology																			--

* Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

Figure 3. Scree Plot of Eigenvalues for Importance of Reducing Tensions

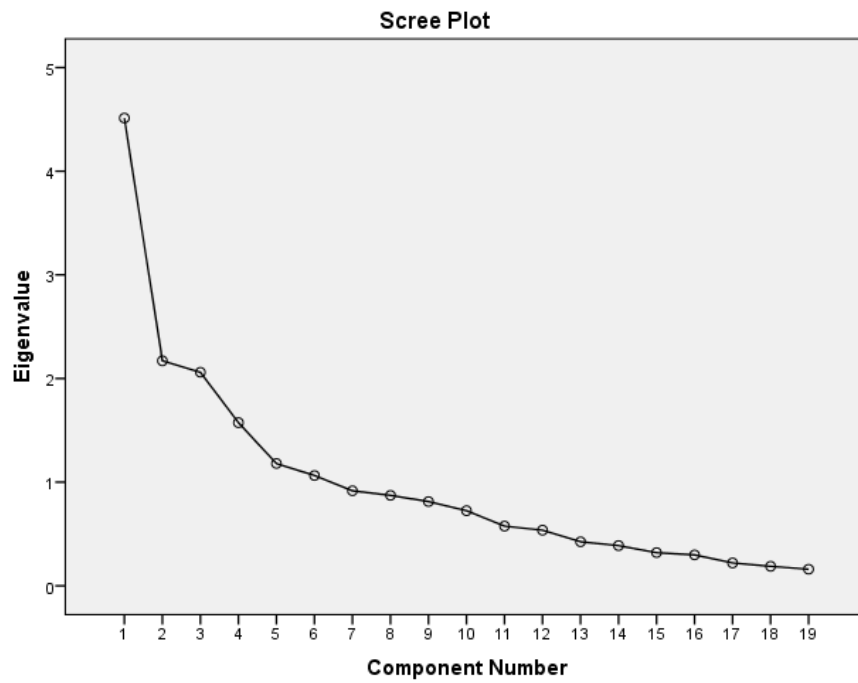


Table 10. Factor Loadings for the Importance of Reducing Tensions

	Factor					
	1	2	3	4	5	6
Voice my demands*	.105					
It takes too much time to create rapport with a citizen*	.501		.132	.151	.125	.298
It negates police authority to allow citizens to state their opinions during citizen-police encounters*	.518	.205	.391			
Citizens respect and trust me because I remain neutral during citizen- police interactions	.643			.425		
Allow citizens the opportunity to speak their opinions	.649		.145			.399
It is important to build rapport with citizens	.730			.148	.175	
Remain fair and neutral	.793					
Build rapport with the citizen	.801					.278
Voice my requests		.894			.192	.247
Stand in a tactical position*			.692			
All citizens are a threat*			.864			.267
I have a good relationship with my community because I am respectful to citizens	.247		.230	.624		
The general public treats police officers with dignity and respect				.911		.265
Use an authoritative voice*					.529	.151
Speak respectfully	.259	.340			.701	
Keep my hand on my weapon during police-citizen interactions*			.299	.201	.748	
De-escalate the situation with words before using physical or deadly force, when possible	.201				.395	.422
Limiting my use of law enforcement terminology	.130	.358		.193		.533
Some citizens have a legitimate reason for mistrusting the police		.106	.556	.118		.838

Note: *Items are reverse coded; the table only includes factor loadings >.1. Shaded loadings are .4 and higher

Supervisor “Buy-In”

Descriptive Statistics are reported in Table 11 for importance of procedural justice reducing tensions. Table 12 presents the correlation matrix. Table 13 offers the principle component analysis with promax rotation for the construct of police officer perceptions of their supervisor “buy-in” to procedural justice. In this section of the survey there are fourteen survey

items that are included simultaneously and factors were extracted and rotated to determine what items to retain or exclude. Analysis using PCA shows that there are three potential factors with eigenvalues greater than one. Figure 4 illustrates that there is one highly distinct factor ($\lambda = 5.38$).

Table 11. Descriptive Statistics for Supervisor “Buy-In”

	Mean	Std. Deviation	Range
If I decide not to arrest a suspect my immediate supervisor will trust my justification	4.39	.68	1-5
If I decide to arrest a suspect my immediate supervisor will support my decision	4.50	.62	1-5
If I decide to draw my weapon, my immediate supervisor will support my decision	4.32	.74	1-5
If I discharge my weapon, my immediate supervisor will support my decision	4.16	.86	1-5
My immediate supervisor encourages the use of my Taser over my firearm, when appropriate	4.29	1.16	1-5
My immediate supervisor encourages us to build rapport and engage with the community	4.77	.50	1-5
My immediate supervisor encourages us to approach all citizens with suspicion	2.80	1.26	1-5
My immediate supervisor wants us to treat all citizens respectfully and kindly	4.83	.49	1-5
My agency leadership demonstrates the best practices for respectful, safe interactions with the citizens in our community	4.56	.82	1-5
My agency leadership encourages me to seek out new training opportunities.	4.64	.78	1-5
My agency leadership supports and encourages community policing practices	4.80	.44	1-5
My agency leadership encourages us to all citizens to state their thoughts and opinions during citizen police encounters	4.45	.78	1-5
My agency leadership encourages us to set aside our personal opinions during citizen-police encounters	4.59	.71	1-5
My agency leadership encourages the use of de-escalation training before using physical or deadly force, when possible	4.77	.56	1-5

Six items load together on Factor one which might represent the perceptions that police officers have of their supervisors’ “buy-in” to procedural justice. One item, “*My immediate supervisor encourages us to approach all citizens with suspicion*” was removed from all further analysis because it did not load high enough onto any one factor. To test the convergent and internal validity of this construct, Cronbach’s alpha is conducted on this 6-item scale, which indicates reliability at .839. Factor one is moderately correlated with both Factors 2 ($r = .370$) and 3 ($r = .388$). The Cronbach’s alpha of Factors 1 and 2 combined is .828. Factors 1 and 3

produce a slightly higher Cronbach's alpha of .852. Running this analysis on all three factors produces the highest Cronbach's alpha at .863. While this may indicate that 13 survey items can measure the construct of perceptions of supervisor "buy-in", Factor 1 is still highly distinct from the rest (see Figure 4). This suggests that the concept within each item is similar, but maybe the items loading on Factors 2 and 3 should be rephrased to better measure the desired construct.

Analysis of this sections shows that the survey items measure the construct of the perceptions that police officers have of agency "buy-in" to procedural justice. While there is one factor that is distinct from the rest, further analysis suggests that 13 of the original 14 items measure this contrast. However, there are some items that should be rephrased and modified to better measure perceptions of the supervisors' "buy-in".

Table 12. Correlation Matrix of Supervisor “Buy-In”

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
If I decide not to arrest a suspect my immediate supervisor will trust my justification	--	.59**	.45**	.41**	.28*	.13	-.02	.20	.28*	.33**	.32*	.23	.30*	.29*
If I decide to arrest a suspect my immediate supervisor will support my decision		--	.54**	.33**	.01	.18	-.03	.29*	.22	.21	.26*	.32*	.15	.12
If I decide to draw my weapon, my immediate supervisor will support my decision			--	.73**	.09	.12	-.04	.02	.07	.12	.25*	.26*	.16	.19
If I discharge my weapon, my immediate supervisor will support my decision				--	.23	.20	-.04	.07	.09	.06	.17	.39**	.29*	.28*
My immediate supervisor encourages the use of my Taser over my firearm, when appropriate					--	.22	-.21	.16	.41**	.38**	.32*	.41**	.40**	.46**
My immediate supervisor encourages us to build rapport and engage with the community						--	.05	.68**	.49**	.39**	.43**	.49**	.13	.32*
My immediate supervisor encourages us to approach all citizens with suspicion							--	.05	-.12	-.14	-.05	-.03	-.20	-.09
My immediate supervisor wants us to treat all citizens respectfully and kindly								--	.40**	.25*	.20	.33**	.30*	.20
My agency leadership demonstrates the best practices for respectful, safe interactions with the citizens in our community									--	.77**	.58**	.55**	.29*	.50**
My agency leadership encourages me to seek out new training opportunities.										--	.70**	.43**	.36**	.53**
My agency leadership supports and encourages community policing practices											--	.41**	.24	.38**
My agency leadership encourages us to allow citizens to state their thoughts and opinions during citizen police encounters												--	.28*	.36**
My agency leadership encourages us to set aside our personal opinions during citizen-police encounters													--	.48**
My agency leadership encourages the use of de-escalation training before using physical or deadly force, when possible														--

* Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Scree Plot of Eigenvalues for Supervisor “Buy-In”

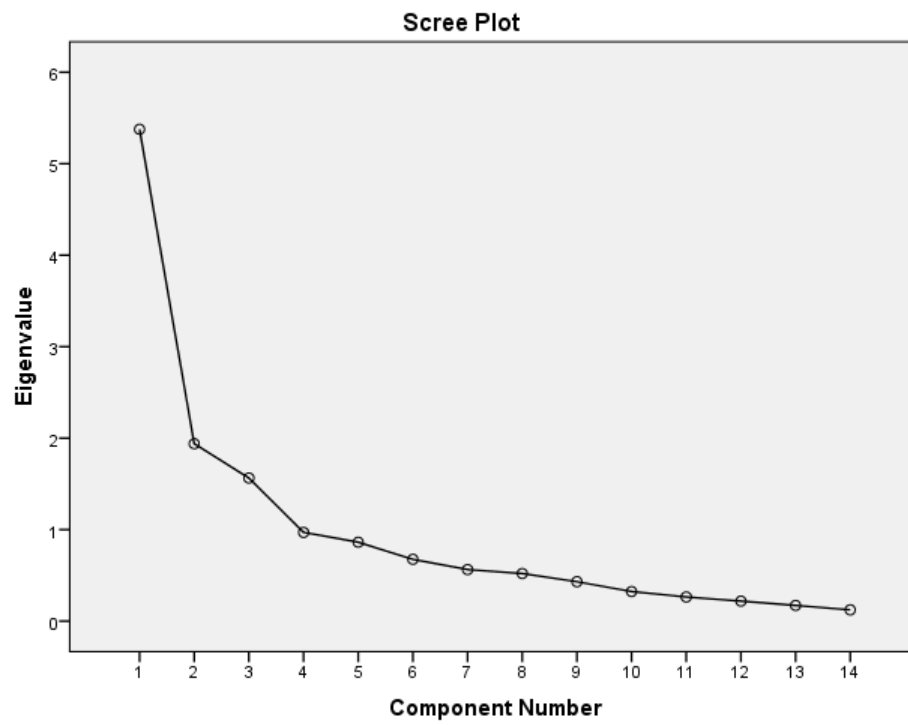


Table 13. Factor Loadings for Supervisor “Buy-In”

	Factor		
	1	2	3
My immediate supervisor encourages us to approach all citizens with suspicion*	.316		
My agency leadership encourages us to all citizens to state their thoughts and opinions during citizen police encounters	.518	.277	.107
My agency leadership encourages me to seek out new training opportunities.	.693		.290
My agency leadership supports and encourages community policing practices	.724		
My agency leadership demonstrates the best practices for respectful, safe interactions with the citizens in our community	.843		.107
My immediate supervisor wants us to treat all citizens respectfully and kindly	.865		
My immediate supervisor encourages us to build rapport and engage with the community	.920		
If I decide not to arrest a suspect my immediate supervisor will trust my justification	.147	.656	
If I decide to arrest a suspect my immediate supervisor will support my decision	.155	.797	
If I discharge my weapon, my immediate supervisor will support my decision		.797	.189
If I decide to draw my weapon, my immediate supervisor will support my decision		.933	
My agency leadership encourages the use of de-escalation training before using physical or deadly force, when possible	.415		.526
My immediate supervisor encourages the use of my Taser over my firearm, when appropriate	.234		.682
My agency leadership encourages us to set aside our personal opinions during citizen-police encounters		.121	.783

Note: *Items are reverse coded; the table only includes factor loadings >.1. Shaded loadings are .4 and higher.

Global Perceptions of Legitimacy and Procedural Justice

Descriptive Statistics are reported in Table 14 for global perceptions of legitimacy and procedural justice. Table 15 presents the correlation matrix. Table 16 offers the principle component analysis with promax rotation for the construct of global perceptions of legitimacy and procedural justice. In this section of the survey there are fourteen survey items that are included simultaneously and factors were extracted and rotated to determine what items to retain or exclude. There are three items that do not significantly load on any factor. These items include, “*Citizens should always respect and listen to police officers,*” “*Police officers are more likely to use physical force with disrespectful citizens,*” and “*Police officers respect citizens during police-citizen encounter.*” Analyses using PCA shows that there are five potential factors with eigenvalues greater than one. Figure 5 illustrates that there are two distinct factors (Factor 1, $\lambda = 3.04$; Factor 2, $\lambda = 2.17$).

No more than three items load onto each factor. This, in addition to the correlated factors not being theoretically meaningful, lead to analysis of only eleven items, including “*Trustworthiness is important to me as a police officer*” and “*During citizen-police encounters, police officers are always right.*” Cronbach’s alpha is analyzed using items, which fit together theoretically into two categories: legitimacy and procedural justice. Legitimacy is composed of two constructs, trust and obligation to obey. Items that measure trust include, “*It is important to me that citizens trust me*” and “*Disrespectful citizens are more likely to get arrested.*” Items that measure obligation to obey include, “*Most citizen-police encounters end peacefully*” and “*Most citizens are respectful during citizen-police interactions.*” The construct of procedural justice is measured by items such as, “*Police officers struggle to put aside their personal opinions during*

citizen-police interactions” and “Police officers are less likely to use physical force if they remain neutral during citizen-police encounters.”

Table 14. Descriptive Statistics of Global Perceptions of Legitimacy and Procedural Justice

	Mean	Std. Deviation	Range
During citizen-police encounters, police officers are always right	2.78	.55	1-4
Most citizens are respectful during citizen-police interactions	2.88	.60	1-4
Police officers are more likely to use physical force with disrespectful citizens	2.58	.61	1-4
Disrespectful citizens are more likely to get arrested	2.41	.58	1-4
Citizens always perceive police officers as a threat	3.09	.49	1-4
Police Officers are less likely to use physical force if they remain neutral during citizen-police encounters	2.86	.56	1-4
Citizens should always respect and listen to police officers.	1.83	.68	1-4
Decisions that police officers make during citizen-police interactions are fair and neutral	2.98	.45	1-4
Police officers respect citizens during police-citizen encounters	3.08	.62	1-4
Citizens assume that all police officers are biased	2.58	.64	1-4
Most citizens-police encounters end peacefully	3.28	.70	1-4
Police officers struggle to put aside their personal opinions during citizen-police interactions	2.82	.71	1-4
Trustworthiness is important to me as a police officer	3.80	.54	1-4
It is important to me that citizens trust me	3.83	.42	1-4

To test the convergent and internal validity of legitimacy, Cronbach’s alpha is conducted on this 8-item scale, which does not indicates reliability at .469. The analysis for the construct of procedural justice is a 3-item scale, which also does not indicate any reliability with a Cronbach’s alpha at .086. The analyses conducted for this section lead to the conclusion that the factor loadings of the survey items are not consistent with the hypothesized construct of perceptions of global legitimacy and procedural justice.

Table 15. Correlation Matrix of Global Perceptions of Legitimacy and Procedural Justice

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. During citizen-police encounters, police officers are always right	--	-.04	-.23	-.16	-.04	.06	.28*	-.21	-.04	.10	.04	-.15	-.04	-.10
2. Most citizens are respectful during citizen-police interactions		--	.07	.19	.09	.18	-.17	.17	.15	.23	.16	.13	.12	.16
3. Police officers are more likely to use physical force with disrespectful citizens			--	.58**	.23	-.04	.20	.03	-.29*	-.01	-.13	.04	-.16	-.04
4. Disrespectful citizens are more likely to get arrested				--	.41**	-.11	.22	.02	-.22	.01	-.06	.08	.02	.10
5. Citizens always perceive police officers as a threat					--	-.12	-.09	.15	.13	.03	.24	.32**	.13	.16
6. Police Officers are less likely to use physical force if they remain neutral during citizen-police encounters						--	-.02	-.13	.21	.05	.02	-.07	.17	.10
7. Citizens should always respect and listen to police officers							--	-.47**	-.45**	.09	-.33**	-.17	-.44**	-.35**
8. Decisions that police officers make during citizen-police interactions are fair and neutral								--	.45**	.09	.26*	.29*	.05	.27*
9. Police officers respect citizens during police-citizen encounters									--	-.04	.49**	-.00	.28*	.25*
10. Citizens assume that all police officers are biased										--	.19	-.03	-.20	-.22
11. Most citizens-police encounters end peacefully											--	.01	.32**	.28*
12. Police officers struggle to put aside their personal opinions during citizen-police interactions												--	.07	.06
13. Trustworthiness is important to me as a police officer													--	.78**
14. It is important to me that citizens trust me														--

* Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

Figure 5. Scree Plot of Eigenvalues for Global Perceptions of Legitimacy and Procedural Justice

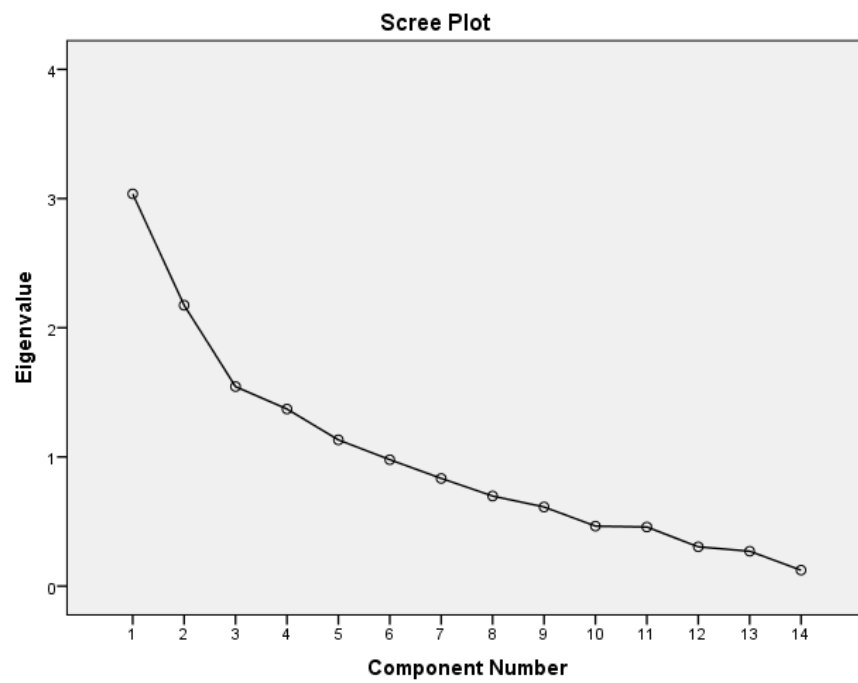


Table 16. Factor Loadings of Global Perceptions of Legitimacy and Procedural Justice

	Factor				
	1	2	3	4	5
It is important to me that citizens trust me	.848	.166		.102	
Trustworthiness is important to me as a police officer	.921			.149	.119
Citizens always perceive police officers as a threat*	.160	.567		.494	
Disrespectful citizens are more likely to get arrested*	.174	.907			.104
Police officers struggle to put aside their personal opinions during citizen-police interactions*		.232	.443		
Decisions that police officers make during citizen-police interactions are fair and neutral			.800	.169	
Citizens assume that all police officers are biased*				.469	.370
During citizen-police encounters, police officers are always right*				.582	
Most citizens-police encounters end peacefully	.176		.113	.722	
Most citizens are respectful during citizen-police interactions		.307	.161	.162	.668
Police Officers are less likely to use physical force if they remain neutral during citizen-police encounters	.228				.752
Citizens should always respect and listen to police officers.*		.271			
Police officers are more likely to use physical force with disrespectful citizens				.251	
Police officers respect citizens during police-citizen encounters	.160		.367	.387	.143

Note: *Items are reverse coded; the table only includes factor loadings > .1. Shaded loadings are .4 and higher

Conclusion

Table 17 presents the descriptive statistics from each significant factor within the four constructs this research measures. The concept of global perceptions of legitimacy and procedural justice is eliminated from this analysis because this section did not produce significant findings. This analysis has led to four major conclusions:

1. Willingness to engage in procedural justice: A mean score of 4.72 out of 5 and standard deviation of .36 suggests that most police officers are willing to engage in procedural justice.
2. Training in Procedural Justice: Police officers have also received training in procedural justice, with a mean score of 4.33 out of 5 and standard deviation of .59. However, many

police officers do not recognize the skills and behaviors they have learned as procedural justice.

3. Reducing Tensions: Most police officers do perceive procedurally just behaviors as important to reducing tensions between law enforcement and the community, with a mean score of 4.37 out of 5 and standard deviation of .52.
4. Agency Buy-in: Finally, police officers do perceive agency “buy-in” to the concept of procedural justice with a mean score of 4.67 out of 5 and standard deviation of .49.

Table 17. Significant Factor Descriptive Statistics

	Mean	Std. Deviation	Range
Willingness to Engage in Procedural Justice	4.72	.36	3.33-5.00
Training in Procedural Justice	4.33	.59	2.43-5.00
Importance of Procedural Justice in Reducing Tensions	4.37	.52	3.14-5.00
Supervisor “Buy-In”	4.67	.49	3.00-5.00

Note: A factor from global perceptions of legitimacy and procedural justice is not included because there were no significant findings within that section.

VI. DISCUSSION AND CONCLUSION

Summary and Contributions

The findings of this study provide four general conclusions. First, the results of this study suggest that police officers are willing to engage in procedurally just behaviors to facilitate a better relationship with their communities. Second, police officers also report they have received training in procedurally just practices. Third, many officers do believe that these behaviors will reduce tensions. Finally, law enforcement officers do perceive their immediate supervisors and agency leadership as accepting of procedurally just practices. The implications of this research are important to changing the public's perception of law enforcement and ultimately making police-citizen interactions safer for both the officer and the citizen.

The objective of this paper was to address a gap in procedural justice literature by evaluating the perceptions that police officers have of procedural justice. Researchers are just breaking into this area of research and beginning to measure police officer perceptions of procedural justice (e.g., Nix, Pickett, Wolfe, and Campbell, 2017; Nix & Wolfe, 2017; Wolfe & Nix, 2016). Nix and associates (2017) found that police officers are less likely to engage in procedural justice with disrespectful citizens. The findings of the proposed study suggested that police officers, however, do not perceive most citizens as disrespectful. While this paper did not evaluate this in depth, it does present an area for future research. Wolfe and Nix (2016) found that officers who perceive their agency as legitimate are more willing to engage in procedurally just behaviors. This finding is further supported by the findings of this paper.

There are several studies that specifically evaluated the effects of training in procedural justice on police-citizens interactions (e.g., Mazerolle et al., 2012; Rosenbaum & Lawrence, 2017). These studies found that when police officers engage in procedurally just behavior, citizens are more likely to be satisfied and have higher perceptions of legitimate authority. However, while police officers receive training in procedural justice, they do not necessarily label the contents of their training as procedurally just practices. Ultimately, this project aimed to evaluate the current state of the literature evaluating police perceptions of procedural justice and training, propose future research analyzing police perceptions, and testing of the reliability and validity of the survey instrument.

Limitations

There are three specific limitations of this research. First, the sample size is small. Considering the exploratory nature of this research, the small sample size produces viable results; however, it limited the type of analysis used. The sample size required the use of Cronbach's alpha to test internal validity instead of Confirmatory Factor Analysis (CFA), which would be a more robust analytical strategy (e.g., Finch, 2006; Marsh, Balla, & McDonald, 1988). The second limitation of the research is the inability to measure the department's effect without compromising the confidentiality of the participants and the departments. Due to the small sample size, only pooled results are reported. Measuring the department's effect would have allowed variables such as department training tactics, leadership style, and community emphasis to be controlled. This study does not account for social desirability bias, which is the third limitation of this research. This bias is when the participants respond to the survey items with an answer they perceive as being the most desired, rather than with a response that reflects their actual opinions (e.g., Fisher & Katz, 2000; van de Mortel, 2008). Social desirability bias is

present in many self-report research projects and can be controlled using specific scales, such as the Marlowe-Crowne Scale (Crowne & Marlowe, 1960). While these are considerable limitations of this research, they present many critical avenues for future research.

Recommendations and Future Research

The potential implications of this research in the broader body of procedural justice literature are significant. This research focuses on police engagement in and how police internalize the importance of procedurally just behaviors for benefiting police-citizen interactions. This information is especially relevant today due to the intense political climate and the elevated tensions between police officers and civilians. In the long run, this research can help formulate and modify law enforcement training procedures in order to facilitate safer, more procedurally just interactions. Measuring police officer perceptions of these constructs, also gives them a voice, one of the key components of procedural justice. Officers who feel that they were allowed to contribute to these new policies and training practices are more likely to successfully and regularly implement procedural just procedures into their work. In turn, the implementation of these policies may help reduce the tensions between law enforcement and the public, with the potential to change general, negative perceptions about police officers and may even decrease use of force.

The future of this type of research is uncharted and has many possibilities, but the paper recommends three specific areas of future research. First, future research should pilot a study using the proposed survey instrument, to include items from the Marlowe-Crowne Scale or its equivalent. Some items, such as those measuring global perceptions of legitimacy and procedural justice, should be removed or modified and the reliability and validity retested. After the validity and reliability of the instrument have been established, the survey items and

responses can be used to predict relationships among police behavior and perceptions. A larger, more specific study will allow the use of CFA during analysis, which will create more robust and legitimate results. More participants in future research may also allow the results of the research to be generalizable to law enforcement as a population across the United States.

Second, future research should attempt to measure the effect of different training procedures, leadership styles, and community emphasis among departments, or the department effect. While the department effect within states may be minimal, it may be considerable when comparing the department effects among states. This could be due to the lack of standardization across the nation for police training requirements. However, each state does have specific requirements, which all agencies within the state must comply.

Finally, research should be conducted which evaluates the effectiveness of procedural justice when it and community policing tactics are emphasized more than traditional, militaristic police tactics in training procedures and in the field. There is a certain level of militaristic tactics that are appropriate within police forces. However, with tensions growing among citizens and law enforcement, police agencies should consider reducing the use of these tactics in favor of more community-oriented practices, specifically including procedural justice training and behaviors. More research is needed in this area to show that police officers are more successful when interacting with citizens by using community-oriented tactics, rather than traditional militaristic methods.

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APPENDIX

Survey Instrument
PART A

Instructions: Mark the box that is most applicable to you with an “X” or fill in the blanks as appropriate.

A-1. Please indicate your age in years. _____

A-2. How many years have you been in law enforcement? _____

A-3. Current rank:

- ☐ Patrol Officer
- ☐ Deputy
- ☐ Sargent
- ☐ Lieutenant
- ☐ Detective
- ☐ Captain
- ☐ Major
- ☐ Chief
- ☐ Sherriff
- ☐ Other: _____

A-4. Taser certified:

- ☐ Yes
- ☐ No

A-5. Work status:

- ☐ Full time
- ☐ Part time
- ☐ Reserve
- ☐ Other: _____

A-6. Military experience:

- ☐ Yes
- ☐ No

A-7. Highest level of education:

- ☐ High school graduate, diploma or the equivalent (for example: GED)
- ☐ Some college credit, no degree
- ☐ Trade/technical/vocational training
- ☐ Associate degree
- ☐ Bachelor’s degree
- ☐ Master’s degree
- ☐ Professional degree
- ☐ Doctorate degree

A-8. Race:

- ☐ White
- ☐ Hispanic or Latino
- ☐ Black or African American
- ☐ Native American or American Indian
- ☐ Asian / Pacific Islander
- ☐ Other: _____

A-9. Gender:

- ☐ Female
- ☐ Male

Please continue onto the **next page**.

PART B

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing an “X” in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
B-1	During citizen-police encounters, police officers are always right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-2	Most citizens are respectful during a citizen-police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-3	Police officers are more likely to use physical force with disrespectful citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-4	Disrespectful citizens are more likely to get arrested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-5	Citizens always perceive police officers as a threat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-6	Police officers are less likely to use physical force if they remain neutral during citizen-police encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-7	Citizens should always respect and listen to police officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-8	Decisions that police officers make during citizen-police interactions are fair and neutral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-9	Police officers respect citizens during police-citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-10	Citizens assume that all police officers are biased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-11	Most citizen-police encounters end peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-12	Police officers struggle to put aside their personal opinions during citizen- police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-13	Citizens should always comply with police directives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART C

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing an “X” in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
C-1	I allow citizens have opportunities to state their opinion and/or thoughts during traffic stops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-2	I try to answer all of the citizens’ questions to the best of my ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-3	I allow citizens to ask me questions about my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-4	It is easy for me to set aside my personal opinions during police-citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-5	I believe it is important to remain neutral during citizen-police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-6	I always approach citizens with caution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-7	All citizens are suspicious during citizen-police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-8	It is important for me to approach citizens with no pre-conceptions about their guilt or innocence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-9	Citizens have to earn my respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-10	I am always respectful towards citizens during police-citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-11	It is important for me to treat citizens respectfully in order to ensure my safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-12	I have to earn the respect of citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-13	I believe that most citizens trust police officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-14	I view all citizens as suspicious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-15	Trustworthiness is important to me as a police officer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-16	It is important to me that citizens trust me to make unbiased decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART D

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing an “X” in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
D-1	I have received training on ways to positively interact with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-2	I have received regular, competent situation de-escalation training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-3	I have been trained to allow citizens to state their thoughts and opinions during police-citizen interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-4	I have been trained to recognize that citizens are more likely to comply if the officer is respectful and unbiased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-5	I have been trained to recognize that some citizens have a legitimate reason for mistrusting police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-6	I have been trained to limit my use of law enforcement specific jargon during citizen-police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART D - Continued

Instructions: Please indicate the degree in which your training emphasized the following by placing an “X” in the appropriate box.

To what degree does your training emphasize the following:		No Emphasis		Some Emphasis		Strong Emphasis
		1	2	3	4	5
D-7	Speaking respectfully to all citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-8	Remaining fair and neutral during citizen-police interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-9	Standing in a defensive position when approaching or speaking with citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-10	Keeping my hand on my weapon during police-citizen interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-11	Using an authoritative voice during all citizen-police encounters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-12	Phrasing directives as requests when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-13	When it is appropriate to demand certain actions from citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-14	Building rapport with the citizen during citizen-police interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-15	Allowing citizens the opportunity to voice their thoughts and opinions during citizen police encounters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-16	De-escalate the situation with words before using physical or deadly force, when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-17	Limiting my use of law enforcement terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART E

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing an “X” in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
E-1	I believe it takes too much time to create rapport with a citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-2	I believe the general public treats police officers with dignity and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-3	I assume that all citizens are a threat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-4	I have a good relationship with my community because I am respectful to citizens during all citizen- police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-5	It is important to build rapport with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-6	Citizens respect and trust me because I remain neutral during citizen-police interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-7	I believe that some citizens have a legitimate reason for mistrusting the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-8	It negates police authority to allow citizens to state their opinions during citizen-police encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART E - Continued

I engage in the following behaviors to help reduce tensions between citizens and law enforcement officers during citizen encounters:		Strongly Disagree	Disagree	Agree	Strongly Agree
E-9	Speak respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-10	Remain fair and neutral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-11	Stand in a defensive position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-12	Keep my hand on my weapon during police-citizen interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-13	Use an authoritative voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-14	Voice my demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-15	Voice my requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-16	Build rapport with the citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-17	Allow citizens the opportunity to speak their opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-18	De-escalate the situation with words before using physical or deadly force, when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-19	Limiting my use of law enforcement terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the **next page**.

PART F

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing an “X” in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
F-1	If I decide NOT to arrest a suspect my immediate supervisor will trust my justification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-2	If I decide to arrest a suspect my immediate supervisor will support my decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-3	If I decide to draw my weapon during a citizen-police interaction, my immediate supervisor will support my decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-4	If I discharge my weapon, my immediate supervisor will support my decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-5	My immediate superiors encourage the use of my Taser over my firearm, when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-6	My immediate supervisor encourages us to build rapport and engage with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-7	My immediate supervisor encourages us to approach all citizens with suspicion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-8	My immediate supervisor wants us to treat all citizens respectfully and kindly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-9	My agency leadership demonstrates the best practices for respectful, safe interactions with the citizens in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-10	My agency leadership encourages me to seek out new training opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-11	My agency leadership supports and encourages community policing practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-12	My agency leadership encourages us to allow citizen to state their thoughts and opinions during citizen-police encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-13	My agency leadership encourages us to set aside our personal opinions during citizen-police encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F-14	My agency leadership encourages the use of de-escalation training before using physical or deadly force, when possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of survey. Thank you for participating!

VITA

Kirby Laura Rhodes

Education: University of Mississippi Oxford, Mississippi

- M.S. in Criminal Justice, 2018
- B.S. in Criminal Justice, 2016
 - Minor(s): Arabic, Psychology, and Intelligence and Security Studies

Honors and Activities:

- President of Alpha Phi Sigma, Mu Rho Chapter
- Cum Laude, B.S. in Criminal Justice, 2016
- Chancellor's List
- Former Member of the Center for Intelligence and Security Studies
- Former member of the Intensive Arabic Program

Work Experience:

- Department of Legal Studies, UM August 2016 to Present
Graduate Assistant Half-time (20 hours/ week)
- University Police Department, UM January 2017 to August 2017
Student Worker Part-time
- Hancock Resource Center November 2009 to January 2016
Secretary/ Data Entry Clerk Part-time
- Oxford Police Department August 2015 to December 2015
Intern Part-time
- Naval Criminal Investigative Service June 2015 to August 2015
Intern Part-time

Community Involvement:

- Presented at the Academy of Criminal Justice Science Conference (March 2017 & February 2018)
- Presented at 5 Eyes Analytical Conference (March 2014 & October 2015)
- The Salvation Army Angel Tree Christmas Program Volunteer
- Worked with Federal Programs through HRC: Supportive Services for Veteran Families, HUD Emergency Solutions Grant, and U.S. Department of Justice office on Violence Against Women Transitional Housing Program
- Volunteer Tutor and Mentor for Leap Frog Oxford

Skills:

- Intelligence Briefing Techniques
- Data Entry Into: NCIC, ARMS, Homelessness Management Information Systems (HMIS), and Home Counselors Online (HCO)
- Analyst's Notebook
- Microsoft Office & Microsoft Excel